



**Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION**

**DIRECTORATE: CURRICULUM
FET PROGRAMMES**

**PROVINCIAL
SUBJECT IMPROVEMENT PLAN**

**HOSPITALITY STUDIES
2013**

PROVINCIAL SUBJECT IMPROVEMENT PLAN FOR HOSPITALITY STUDIES

	1. GENERAL INFORMATION	
1.1	NAME OF SUBJECT PLANNER	MS N.A POHLONGO
	DESIGNATION	DCES: SERVICES LEARNING FIELD
1.2	CONTACT DETAILS : Tel: 040 – 608 4392 Cell: 082 083 6107 Fax: 040 - 6084394 email: bongwe.pohlongo@edu.ecprov.gov.za	

2. INTRODUCTION		
2.1	Purpose of the Provincial Subject Improvement Plan for Hospitality Studies	<ul style="list-style-type: none"> To guide Subject Advisors on planning for effective teaching, learning and assessment so as to improve results To assist schools to set target for national examination, implement academic activities with a clear understanding of the subject perspective.
2.2	How will the Subject Improvement Plan be used?	This is a resource document to be used by Subject Advisors to advise, monitor, give instruction and evaluate actions / performance of teachers in the classroom. This should be adapted or customized to suit the context of the particular district.
2.3	My vision for my subject for 2013	<ul style="list-style-type: none"> To strive for 100% pass in Hospitality Studies To improve the quality of levels achieved by learners starting from level 3 as the intended minimum and increase in level 7 passes.

2.4	Personal achievable/do-able goals set for my subject for the current school year	<ul style="list-style-type: none"> • Achieving 100% pass in Grade 12 in 2013 • Improving the quality of SBA tasks developed during the course of the year • Improving the performance of learners in PAT by ensuring that weekly practical lessons are done as required by policy. 	
2.5	Subject Pass rate pledge for Grade 12 for 2013 in each of the 17 districts offering Hospitality Studies	NAME OF DISTRICT	TARGET PASS RATE FOR 2013
		Butterworth	100%
		Cofimvaba	100%
		Cradock	100%
		East London	100%
		Fort Beaufort	100%
		Graaff Reinet	100%
		Grahamstown	100%
		Dutywa	100%
		King William's Town	100%
		Lady Frere	100%
		Libode	100%
		Lusikisiki	100%
		Mbizana	100%
		Port Elizabeth	100%
		Queenstown	100%
		Sterkspruit	100%
		Uitenhage	100%

3. GENERAL AREAS REQUIRING INTERVENTION (Add to the list if necessary according to the needs of the subject)

3.1	Establishment of Provincial Subject Committee 2013							
	Time frame: 11 – 13 February 2013							
	Name	Contact details			Designation			
		Cell	Fax	Email				
	Ms NA Pohlongo	082083610	040 608 4395	bongwe.pohlongo@edu.ecprov.gov.za	Chairperson			
3.2	Development of Committee Meeting agendas and reporting tools with timeframes							
	Provincial Committee meeting dates	Proposed Agenda Items for discussion	Responsibility	Reporting tools	District Committee meeting dates	Proposed Agenda Items for discussion	Responsibility	Reporting tools
	11- 13 Feb	Overview of 2012, Analysis of results, Election of Provincial subject Committee, Roles and responsibilities, Induction of new Subject Advisors	Subject Planner	Agenda, Attendance register, Minutes & Report	20 -28 February	Resolutions taken at the Subject Advisors' Indaba	Subject Advisor	Agenda, Attendance register, Minutes & Report
	10 – 11 April	Grade 10 & 11 CAPS implementation, Grade 12 CAPS training, Provincial moderation. June	Subject Planner	Agenda, Attendance register, Minutes & Report	02 – 03 May	Resolutions taken in the Provincial Subject Committee meeting held on 10 – 11 April 2013	Subject Advisor	Agenda, Attendance register, Minutes & Report

		Exam, Trainings for Services subjects (2013), PAT moderation						
	29 – 31 July	½ Yearly Subject Advisors Workshop Agenda and deliverables	Subject Planner	Agenda, Attendance register, Minutes & Report	12 – 13 August	Resolutions as at ½ Yearly meeting	Subject Advisor	Agenda, Attendance register, Minutes & Report
	04 – 05 Sep	National Tourism Careers Expo, Trial Exam, Itinerary for PAT moderation, Provincial PAT moderation monitoring	Subject Planner	Agenda, Attendance register, Minutes & Report	17 -19 September	Resolutions taken in the Provincial Subject Committee meeting held on 04 – 05 September 2013	Subject Advisor	Agenda, Attendance register, Minutes & Report
	06 – 07 Nov	Subject Improvement Plan for 2014, Planning for 2014	Subject Planner	Agenda, Attendance register, Minutes & Report	12 – 14 Nov	Resolutions taken in the Provincial Subject Committee meeting held on 06 – 07 November 2013	Subject Advisor	Agenda, Attendance register, Minutes & Report
3.3	Professional development needs for Subject Advisors and Teachers with timeframes							
	3.3.1 Designing a reporting template							
	3.3.2 Questioning taking into consideration Bloom’s Taxonomy							
	3.3.3 Designing minute taking template							
	3.3.4 Conducting moderation sessions							
	How will the identified professional development needs be addressed?							
	ACTIVITY		RESPONSIBILITY			TIMEFRAME		
Designing a reporting template		Subject Planner			11 – 13 February 2013			
Mediation of questioning techniques		Subject Planner & Subject Advisors			Ongoing			
Discussions on moderation conducting skills		Subject Planner & Subject Advisors			11 – 13 February 2013			
3.4	Teaching and learning techniques and skills to be enhanced							

	3.4.1 Formulating higher order questions 3.4.2 Summary writing skills / Note taking skills 3.4.3 Designing and marking of a project		
	How will the teaching and learning methodologies identified be remediated together with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Assessment workshop for teachers	Subject Planner & Subject Advisors	February 2013
	Moderation of question papers	Subject Advisors	Ongoing
3.5	Moderation processes and procedures to be developed		
	3.5.1. Conducting moderation sessions at cluster level		
	3.5.2. Moderation process versus shadow marking		
	3.5.3 PAT moderation (On-site)		
	3.5.4 Empowering SMT on moderation		
	How will the moderation processes and procedures identified be remediated together with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Discussion on how to conduct a moderation session	Subject Planner & Subject Advisors	11 – 13 February 2013
3.6	Ways in which the interpretation of Policies and Guidelines is to be cascaded to Subject Advisors and teachers with timeframes		
	3.6.1 Subject Advisors Indaba		
	3.6.2 Workshops		
	3.6.3 Subject Committee meetings, Cluster meetings, Memoranda		
	How will the interpretation of Policies and Guideline be cascaded with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Development of pamphlets.	Subject Planner	As per need
3.7	Designing power point presentations	Subject Planner	As per need
	Memorandum to districts	Subject Planner	As per need
	Identify Subject Planning needs (Work Schedule/ Annual Teaching Plan, Lesson Plans and Programme of Assessment) and how these will be accomplished with timeframes		

	3.7.1 Planning for Weekly practical lessons 3.7.2 Unpacking of Practical Assessment Tasks 3.7.3 How to develop a case study		
	How will the identified subject planning need be remediated together with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Discussions around PAT and weekly practical lessons	Subject Planner & Subject Advisors	During Subject Advisors Indaba
	Development of exemplars of case studies	Subject Advisors & teachers	During subject / cluster meetings
3.8	Classroom practice (questioning techniques, record keeping, discipline etc) to be developed		
	3.8.1 Use of an assessment tool when marking a project 3.8.2 Skills on developing questions in relation to Bloom's Taxonomy 3.8.3 Marking of PAT		
	How will the classroom practice identified be remediated together with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Discussion of PAT and project before implementation	Subject Advisors	At the beginning of the year
	Districts setting common controlled tests and common June examination	Subject Advisors & teachers	Ongoing
3.9	Problem areas identified in the teaching of content (using SBA moderation reports, examiners reports, analysis of results, question by question analysis of Grade 12 Final examination question papers, memorandum discussion, interviews with chief markers and moderators)		
	3.9.1 Teaching theory in conjunction with practical (not teaching practical as a standalone) 3.9.2 Costing of products 3.9.3 Focus on PAT and neglecting weekly practical lessons		
	Suggested remediation for identified problem areas:		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Guiding teachers to integrate theory when teaching practical	Subject Advisors and Teachers	Ongoing
	Revisiting costing	Subject Advisors	Ongoing
	Monitoring and support of practical implementation	Subject Advisors	Ongoing

3.10	Problem areas identified in the setting of exam question papers and memoranda (using examiners reports, analysis of results, question by question analysis of Grade 12 Final examination question papers, memorandum discussion, interviews with chief markers and moderators)					
3.10.1 NONE						
3.11	Problem areas identified in the moderation of School Based Assessment (SBA) using Department of Basic Education Moderation report and the Provincial Moderation Reports					
3.11.1 Developing higher order questions when setting controlled tests and common exams						
3.11.2 Shadow marking instead of genuine moderation						
3.11.3 Lack of developmental comments on the part of SMTs and Subject Advisors						
3.11.5 Conversion of marks						
3.11.6 Cut and paste of questions from previous question papers						
3.11.7 Designing of case studies						
Suggested remediation of identified problem areas						
ACTIVITY		RESPONSIBILITY		TIMEFRAME		
Assessment workshop / revisit Bloom's Taxonomy in the CASS document		Subject Planner & Subject Advisors		February 2013		
Close monitoring by Subject Advisors during cluster moderation		Subject Advisors		Cluster moderation sessions		
Districts setting common controlled tests and common June examination		Subject Advisors		During the year		
3.12	Co-curricular activities related to the subject that will be initiated or continued in 2013 and how information will be cascaded to subject advisors and teachers with timeframes					
ACTIVITY		TIMEFRAME	TARGET GROUP	RESPONSIBILITY	METHOD OF ADVOCACY	WHAT WILL THE ACTIVITY ACHIEVE FOR THE SUBJECT?
National Tourism Careers Expo		September 2013	Learners and teachers	DEDEAT officials, Subject Planner & Subject Advisors	Meetings & memos to districts and schools	Empowering teachers with content knowledge on challenging topics
Educators' Seminars		September 2013	Teachers	National Department of Tourism, DEDEAT officials, Subject	Meetings & memos to districts and schools	Empowering teachers with content knowledge on challenging topics

				Planner & Subject Advisors		
	Awareness Day for Services subjects	Date convenient for the district	Subject Advisors, District managers, EDOs, Principals, SMTs & teachers	Subject Advisors and CES Curriculum	Meetings and memos to schools	Awareness about Services subjects
3.13	Explain how the coverage of curriculum content will be monitored and supported during the academic year with timeframes					
	ACTIVITY		RESPONSIBILITY		TIMEFRAME	
	School support visits – checking progress as per ATP & work schedule, lesson preparation and learners’ work		Subject Advisors & Subject Planner		Ongoing	
	Monitoring weekly practical lessons		Subject Advisors		Ongoing	
3.14	Extra LTSM identified for usage 3.14.1 Any relevant recipe books					
3.15	Equipment and resources available 3.15.1 The list will be attached as an Annexure for districts 3.15.2 Consumables will be bought according to the menu to be prepared					

4. ANALYSIS OF RESULTS

4.1

Percentage pass rate for 2012 (Grades 12) in each district

Grade 12

Name of District	% pass rate	No of learners Levels 1	No of learners Levels 2	No of learners Levels 3	No of learners Levels 4	No of learners Levels 5	No of learners Levels 6	No of learners Levels 7
Butterworth	74.2	8	18	4	1	0	0	0
Cofimvaba	100	0	6	5	4	1	0	0
Cradock	97.4	1	7	18	10	3	0	0
Dutywa	100	0	0	2	3	0	1	0
East London	100	0	4	64	47	9	2	1
Fort Beaufort	95.2	3	15	22	20	2	1	0
Graaff Reinet	97.7	1	2	10	19	7	4	1
Grahamstown	100	0	4	4	5	3	0	0
King William's Town	91.4	11	43	50	30	5	0	0
Lady Frere	85	6	9	12	10	3	0	0
Libode	100	0	3	9	1	1	1	0
Lusikisiki	100	0	4	15	35	9	2	1
Maluti								
Mbizana	94.4	2	14	17	3	0	0	0
Mount Fletcher	-							

	Mount Frere	-								
	Mthatha	-								
	Ngcobo	-								
	Port Elizabeth	100	0	12	33	25	17	9		5
	Queenstown	98.8	1	16	36	22	8	0		0
	Qumbu									
	Sterkspruit	100	0	0	2	13	14	7		4
	Uitenhage	100	0	0	9	16	17	11		3
4.2	Comparison of the % pass rate to other years									
	DISTRICT	GRADE	2012	≤ ≥	2011	≤ ≥	2010	Identified reasons for the decline or increase in the % pass rate		
	Butterworth	12	74.2	≤	75.0	≤	100	As per examiners reports		
	Cofimvaba	12	100	=	100	≥	97.7			
	Cradock	12	97.4	≤	100	≥	86.8			
	Dutywa	12	100	=	100	=	100			
	East London	12	100	≥	99.2	≤	100			
	Fort Beaufort	12	95.2	≤	100	≥	96.8			
	Graaff Reinet	12	97.7	≤	100	≥	96.8			
	Grahamstown	12	100	=	100	=	100			
	King Williams Town	12	91.4	≥	83.5	≥	81.3			
	Lady Frere	12	85	≤	100	≥	76.5			
	Libode	12	100	≥	89.2	≤	100			
	Lusikisiki	12	100	=	100	≥	98.5			

	Maluti	12						As per examiners reports
	Mbizana	12	94.4		100		94.6	
	Mt Fletcher	12	-	-	-	-	-	
	Mt Frere	12	-					
	Mthatha	12	-					
	Ngcobo	12	-					
	Port Elizabeth	12	100		99.2		98.1	
	Queenstown	12	98.8		97.3		91.4	
	Qumbu	12						
	Sterkspruit	12	100		100		100	
	Uitenhage	12	100		100		100	
	District intervention strategies							
	DISTRICT	INTERVENTION / S			TIMEFRAME		METHOD / HOW?	
	Butterworth	<ul style="list-style-type: none">To be supported and monitored on regular basisCommittee meetingsSBA Cluster moderationsContent Gap workshopsExpos & IndabasGrade 12 Learners support activitiesDevelopment of materials to support teaching & learning			As per dates in Curriculum Year Planner		Workshops Meetings Memoranda Printed material	
	Cofimvaba							
	Cradock							
	Dutywa							
	East London							
	Fort Beaufort							
	Graaff Reinet							
	Grahamstown							
	King Williams Town							
	Lady Frere							

	Libode			
	Lusikisiki			
	Maluti			
	Mbizana			
	Mt Fletcher			
	Mt Frere			
	Mthatha			
	Ngcobo			
	Port Elizabeth			
	Queenstown			
	Qumbu			
	Sterkspruit			
	Uitenhage			
4.3	Questions in which the learners did not answer successfully			
	<ul style="list-style-type: none">• In Section A Question 1.3 – Filling in of missing words and 1.4 – One word items were poorly answered• Question 4.1 is having an illustration of shin or shank which most learners could not identify which led to failure in answering all other questions related to the illustration.• Learners have shown difficulty in answering questions on pastries• Question 5.2.3 – pouring of wine was badly answered• Learners did not only answer on the presentation of the bill but mixed it with payment, tipping and the behavior of the waitron			
4.4	Suggested reasons (e.g. content was not taught, content not assessed during SBA)			
	<ul style="list-style-type: none">• Some of the terms which the learners were required to fill in or give are French terms which are difficult for the learners e.g Barquet, Cre'me Anglaise & Milchik. Fifteen mark for recall of terminology in the subject was rather too much for the learners• The cut of meat is a readily prepared plated product which made it difficult for the learners to identify as they are used in identifying cuts from the carcass• There is not much done in practical lessons concerning pastries			

4.5	<p>Remedial action in identified challenge areas.</p> <ul style="list-style-type: none"> • Teachers must put more emphasis on Hospitality Concepts and French Terminology as one cannot divorce French from Hospitality Studies. • Teachers must make use of French terminology and Hospitality concepts during Practical lessons and also include them in learners' daily class activities. • It is advisable that teachers give learners about (5) Terms daily to look for the meanings in Textbooks and write them down in their terminology booklets. This is the way in which learners can familiarize themselves with these terms and get to know them better. • Teachers must not only focus on identifying only meat cuts from the carcass but must also include prepared dishes produced from the various cuts of meat • Theory must be taught in conjunction with practical regarding pastries, for example pastries choux pastry, short crust and puff pastry • When teaching theory teachers must differentiate between presenting, payment and tipping • Learners can be encouraged to role play the following concepts in Food and Beverage Service: <ul style="list-style-type: none"> ➤ Opening wine bottles ➤ Pouring of wine ➤ Serving of wine ➤ Presenting the bill
4.6	<p>Questions in which learners did well</p> <ul style="list-style-type: none"> • Question 1.1 - Multiple choice questions and 1.6 - Identification items were answered very well by learners • Learners also did well in in question 4.4 due to the fact that there was a list of mystery basket ingredients given • Question 5.1 (about bin card) was a good question and most learners scored high marks • Question 5.5 was very clear and the illustration is familiar to learners. Most learners scored high marks
4.7	<p>Suggested reasons</p> <ul style="list-style-type: none"> • It is evident that teachers managed to cover the content as stipulated in the Work Schedule. • It is easy to score high marks in a question which requires short responses, especially when all content has been covered • Some of the aspects in section (Food and Beverage Service) are from Grade 10 and therefore teachers need to refer to the information already known by learners when teaching.
4.8	<p>How can these reasons be translated into good practice for other areas of the curriculum?</p> <p>Subject Advisors should visit schools when teachers are doing practical lessons in order to identify challenges that are experienced by</p>

	teachers at an early stage
4.9	Identified content which appeared in the exam paper which was not taught during the year in certain schools and districts. Why?
	NONE
4.10	How distribution of the three cognitive levels was across the range of questions in the Grade 12 final exam papers?
	The three cognitive levels were well distributed across a range of questions in the Grade 12 final exam paper
4.11	How can this information in terms of the three cognitive levels determine remedial lesson planning?
	Teachers must take into consideration the three cognitive levels when setting controlled tests and June examination for Grades 11 and 12

5. INTERVENTIONS FOCUSING ON THREE IMPACT AREAS

	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
1	PLANNING	CAPS GRADE 10 AND 11 Theoretical Topics: Teachers need to familiarize themselves with the overview of theoretical topics per grade in the CAPS document. Teaching Plan: <ul style="list-style-type: none"> Teachers must stick to the annual teaching plan for each Grade. This serves as a guide on what must be taught in each term. The sequence within the term is not compulsory and the teacher can cover it in any appropriate sequence. N.B: It is compulsory to do the content in the term indicated.	SMTs Teachers	Cluster Committee meetings as per Curriculum management Year Planner
		GRADE 12 Work Schedule: <ul style="list-style-type: none"> Teachers should adhere to the Work Schedule which is provided by the National Department of Education for NCS Grade 12 This would ensure uniformity in terms of the sequence and the pace in which the content is dealt with This would also enable Grade 12 learners to write a possible common June examination at district level To ensure that all Assessment Standards have been dealt with thoroughly for Grade 12, check the Content Framework as it states clearly the content to be covered. 	SMTs Teachers and Subject Advisors	Cluster Committee meetings as per Curriculum management Year Planner
		Examination guidelines: Subject Advisors must ensure that all Grade 12 teachers are in possession of examination guidelines (2009)	SMTs and Teachers	Cluster Committee meetings as per Curriculum management Year Planner

5. INTERVENTIONS FOCUSING ON THREE IMPACT AREAS

	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
		Lesson Preparation: <ul style="list-style-type: none"> The lesson planning has been done away with and instead the lesson preparation must be the main focus. Teachers would realize how they can best utilize the planning template in order to minimize complex planning 	SMTs Teachers and Subject Advisors	Ongoing
2	TEACHING	Content Coverage Content coverage is crucial. All Learning Outcomes and Assessment Standards should be addressed in Grade 12 Mastery of Concepts Teachers should drill learners on basic concepts, principles, rules, functions etc. <ul style="list-style-type: none"> Teachers must ensure that they have the correct number of periods per week Four hours per week is allocated for Consumer Studies Out of the 4 hours per week, 1 ½ hours is for practical work (e.g a double period of 45 minutes) 	SMTs Teachers	Cluster Committee meetings as per Curriculum management Year Planner
		<ul style="list-style-type: none"> The use of textbook is key to teaching and learning which means that every learner must be in possession of a textbook in all grades Teachers must expose learners to the terminology and concepts of Consumer Studies more often. The use of terminology booklet where learners can jot down important terms and definitions is essential. Learners must also be given tasks on how to make mind maps and summaries on what has been taught. 	SMTs Teachers	Ongoing
		<ul style="list-style-type: none"> Teaching must be done according to the LOs and ASs indicated in the Work Schedule for Grade 12 	SMTs & Teachers	<ul style="list-style-type: none"> SBA Moderation sessions as per Assessment Instruction 10 Of 2013

5. INTERVENTIONS FOCUSING ON THREE IMPACT AREAS				
	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
				<ul style="list-style-type: none"> Cluster Committee meetings as per Curriculum management Year Planner and Circular 03 of 2013
		<ul style="list-style-type: none"> Teachers should relate the content to relevant contexts in order to make it meaningful. 	Teachers	Ongoing
		<ul style="list-style-type: none"> Teachers are also advised to share content expertise in teaching areas where they experience difficulty. 	Teachers	<ul style="list-style-type: none"> SBA Moderation sessions as per Assessment Instruction 10 Of 2013 Cluster Committee meetings as per Curriculum management Year Planner and Circular 03 of 2013
3	ASSESSMENT	<ul style="list-style-type: none"> Teachers are expected to develop Annual Assessment Plan and submit it to the SMT before the start of the school year This will be used to draw up a School Assessment Plan which should be provided to learners and parents in the first week of the first term. 	SMTs Teachers Subject Advisors	At the beginning of the year
		SBA Tasks <ul style="list-style-type: none"> Programme of Assessment – 6 tasks for grades 10 – 12 Weekly Practical <ul style="list-style-type: none"> Teachers must do weekly practical as indicated in the Annual Teaching Plan / Work Schedule 	SMTs Teachers Subject Advisors	<ul style="list-style-type: none"> SBA Moderation sessions as per Assessment Instruction 10 Of 2013

5. INTERVENTIONS FOCUSING ON THREE IMPACT AREAS

	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
		<ul style="list-style-type: none"> These weekly practicals also form part of the PoA and marks cannot be awarded without evidence. They also prepare learners for the PAT which is an examination. <p>Tests</p> <ul style="list-style-type: none"> Tests in the Programme of Assessment are controlled tests and should be written under controlled conditions. Note that there is a difference between a controlled test and a class test Controlled tests should cover the terms work and focus on different cognitive levels. Teachers must enter marks as reflected on the recording sheets regardless of the total for a given test or a project e.g if a test given was out of 100 / 200 it must be converted to the required percentage 		<ul style="list-style-type: none"> Cluster Committee meetings as per Curriculum management Year Planner and Circular 03 of 2013 On-site visits
		<p>June / Trial & Final Examination papers</p> <ul style="list-style-type: none"> Outline the format of the question paper to learners as stipulated in the 2008 Subject Assessment Guidelines Hospitality Studies. Make use of Provincial and National exemplars as basis for setting internal question papers. Teachers must refrain from cut and paste from previous question papers when setting question papers The three cognitive levels must be distributed across the questions when teachers are setting question papers. 	Subject Advisors and Teachers	<ul style="list-style-type: none"> SBA Moderation sessions as per Assessment Instruction 10 Of 2013 Cluster Committee meetings as per Curriculum management Year Planner and Circular 03 of 2013 On-site visits
		<p>Cluster Moderation</p> <ul style="list-style-type: none"> Ensure that all learners have completed the formal tasks in the Programme of Assessment. Post moderation meeting must be conducted to evaluate the standard of work presented by schools 	Subject Advisors and Teachers	<ul style="list-style-type: none"> SBA Moderation sessions as per Assessment Instruction 10 Of 2013

5. INTERVENTIONS FOCUSING ON THREE IMPACT AREAS

	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
				<ul style="list-style-type: none"> Cluster Committee meetings as per Curriculum management Year Planner and Circular 03 of 2013 On-site visits
	PRACTICAL ASSESSMENT TASKS	<ul style="list-style-type: none"> Practical Assessment Tasks for Grades 10 – 12 should be completed as stipulated in the PAT Document PAT counts 25% of the total mark PAT consists of 2 functions (practical exams) in the training kitchen and restaurant, where meals will be served to paying guests This takes place outside the normal school hours Schools are responsible to provide the budget for the weekly practical The restaurant should be self-sustaining, and the finances will come from the profit of the previous function Schools are responsible to ensure that the required practical work is done 	SMTs Teachers Subject Advisors Provincial Planner	<ul style="list-style-type: none"> SBA Moderation sessions as per Assessment Instruction 10 Of 2013 Cluster Committee meetings as per Curriculum management Year Planner and Circular 03 of 2013 On-site visits